

<b>Module Code:</b>	SOC502
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<b>Module Title:</b>	Applied Attachment Theory
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<b>Level:</b>	5	<b>Credit Value:</b>	20
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<b>Cost Centre(s):</b>	GASW	<b>JACS3 code:</b>	X220
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Dr Vivienne Dacre
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Scheduled learning and teaching hours	30 hrs
Guided independent study	170 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	200 hrs

<b>Programme(s) in which to be offered (not including exit awards)</b>	Core	Option
FdA Therapeutic Child Care	✓	<input type="checkbox"/>

<b>Pre-requisites</b>

**Office use only**

Initial approval: 11/01/2018

Version no: 1

With effect from: 01/09/2019

Date and details of revision:

Version no:

**Module Aims**

To develop the student's critical understanding about how to apply attachment theory to changing problematic and self-defeating behaviours in order to support post-traumatic growth. To learn how to structure care-giving to promote underlying organisation of attachment, through attachment-informed therapeutic care giving.

**Intended Learning Outcomes**

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Analyse how to structure caregiving to promote underlying organisation of attachment through attachment-informed therapeutic parenting	KS1	KS2
		LS3	KS5
2	Apply comprehensive understanding of attachment theory to changing problematic and self-defeating behaviours	KS1	KS2
		LS3	KS5
3	Demonstrate comprehensive understanding of how to consistently provide secure-base experiences	KS1	KS2
		LS3	KS5
4	Critically apply "Plan-Do-Review" model to developing therapeutic plans	KS1	KS2
		KS3	KS4
		KS5	
5	Observe and record key indicators of recovery	KS1	KS4
		LS6	

**Transferable skills and other attributes**

Written skills, team working skills; problem solving skills; information technology skills; information management skills; research skills.

**Derogations**

None

**Assessment:**

Indicative Assessment Tasks:

A written case study detailing a therapeutic plan and indicating outcomes from the plan.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4,5	Case Study	100%		3,000

**Learning and Teaching Strategies:**

The module will be taught through a blended learning approach of face to face classroom sessions and e learning. Tutors will engage with students through the medium of the VLE. Additional support will be accessed through group or individual tutorials.

**Work-based learning:** During this module students will be expected to carry out a range of activities in the workplace these are some examples:

- Undertake observation of children and staff interacting with each other in informal conditions;
- Undertake observation of a member of staff conducting formal interviews/ engagements with child/young person;
- Support a child to voice their opinion within a children's meeting;
- Demonstrate empathetic communications and gain feedback from both a colleague and the child.

**Syllabus outline:**

- Attachment at the level of representation
- Attachment indicators & trauma informed care
- Developing attachment organisation through therapeutic care-giving
- Model of attachment-informed therapeutic parenting (AITP).
- Residential teams as a secure base
- Attachment-informed therapeutic parenting
- Mentalizing theory - The challenge and opportunity of behaviour
- Assessing attachment needs and applying attachment theory to practical approaches to behaviour

- The therapeutic plan, assessment outcomes
- Observations of recovery: autonomy, self-regulation and relational intimacy versus compliance and conformity

### **Indicative Bibliography:**

#### **Essential reading**

Golding, K.S. (2007), *Nurturing Attachments: Supporting Children who are fostered or Adopted*. London: Jessica Kinglsey.

Taylor, C. (2012), *Empathic Care for Children with Disorganized Attachments: A Model for Mentalizing, Attachment and Trauma-Informed Care*. London: Jessica Kinglsey.

#### **Other indicative reading**

Cairns, K., Cairns, B. (2016), *Attachment trauma and resilience: therapeutic caring for children*. London: BAAF.

Elliott, A., (2013), *Why Can't My Child Behave: Empathic Parenting Strategies that Work for Adoptive and Foster Families*. London: Jessica Kinglsey.

North, J. (2013), *Mindful Therapeutic Care for Children: A Guide to Reflective Practice*. London: Jessica Kinglsey.

Pearce, C. (2009), *A Short Introduction to Attachment and Attachment Disorder*. London: Jessica Kingsley.

Prior, V. and Glaser, D. (2006), *Understanding Attachment and Attachment Disorders: theory, evidence and practice*. London: Jessica Kingsley.

Schofield, G. Beek, M. (2006), *Attachment Handbook for Foster Care and Adoption*. London: BAAF.

Taylor, C. (2010), *Caring for Children and Teenagers with Attachment Difficulties*. London: Jessica Kingsley.